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17. ABSTRACT (MAX. 250 WORDS)

The general aim is to provide an instructional program which will stimulate the child's interest in reading, motivate him to greater academic achievement, and foster desirable growth in the reading skills and abilities. Teaching procedures should be rich and varied, and children should be grouped homogeneously according to reading ability. Lessons should be structured to engage the child's attention and to excite his interest, with materials of proven appeal to children. Pre-service and in-service training for the reading consultants will be conducted.

The description of specific aims includes suggested programmed materials and texts, suggested procedures, and the skills to be taught. Word recognition abilities should be reviewed, and a stimulating environment provided to motivate the child. All basic skills should be improved so that the child can read at the normal rate for his grade. Visual perception techniques and vocabulary should be developed. It is important to create an awareness of the need for reading ability and to develop an appreciation of good literature. This program should be evaluated both in terms of class and individual growth. In addition to specific measures of pupil progress, intangibles such as student attitudes and work habits will be evaluated through questionnaires to teachers and parents.

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Boston Public Schools

Developmental Reading Program

Elementary and Junior High Schools

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ED001112

CURRICULUM FOR THE DEVELOPMENTAL READING PROGRAM

General Aim

It is our aim to provide an instructional program which will stimulate the child's interest in reading, motivate him to greater academic achievement, and foster desirable growths in the basic reading skills and abilities.

Specific Aims

1. To create a stimulating reading environment which will motivate each child.
2. To review and extend word recognition abilities through emphasis on phonetic and structural analysis.
3. To develop visual perception techniques which will effect more rapid recognition of words.
4. To develop the ability to read with comprehension at the normal rate for the grade through improvement of the basic common skills needed in all types of reading material.
5. To develop the ability to read the materials of the various subject - matter areas.
6. To enrich the child's basic speaking and reading vocabulary.
7. To create an awareness of the vital need for, and the ability to perform, careful and critical reading.
8. To develop an interest in reading and an appreciation of good literature.
9. To supply for each child the means for a systematic comparative appraisal of his own growth in reading so that he may be motivated to greater achievement in all areas.

AN ACTION PROGRAM FOR READING IMPROVEMENT

These general and specific aims can be accomplished by using teaching procedures that are rich, varied, and intellectually energetic, by grouping children homogeneously according to reading ability to ensure success and satisfaction for each, and by making a continuous appraisal of each child's particular teaching needs and of his progress in reading.

I. Conduct an assessment of pupil reading skills and abilities.

II. Use Standardized test results of reading achievement to group pupils homogeneously.

   A. Grades V and VI should be grouped according to reading ability regardless of grade.

   B. Grade VII should be grouped according to reading ability.

III. Select materials for teaching for their proven appeal to children whose interest span in activities connected with academic work is short, whose feelings of failure and frustration are strong, and in whom motivation is lacking. Having a wide variety of materials to work with in the classroom stimulates interaction and activity, and induces new kinds of experiences.

IV. Structure lessons to engage the child's attention, to excite and maintain his interest, to provide individualized instruction, and to develop the child's reading potential to its capacity.

V. Set up the following time schedule.

   A. Elementary classes should have one 40-minute period in the morning and one 30-minute period in the afternoon.

   B. Junior high classes should have one period per day.

VI. Conduct pre-service and in-service training for the reading consultants involved. Creativity on their part will be encouraged.

VII. Establish ways of evaluating the progress of the improvement program.

SCOPE AND TECHNIQUES

I. Create a stimulating reading environment which will motivate the child through the

A. Use of programmed materials, such as

S. R. A. Reading Laboratories
E. D. L. Controlled Reader and filmstrips
E. D. L. Tach-X Tachistoscope and filmstrips
E. D. L. Reference Skills Library

B. Use of a variety of new skill texts designed to develop reading skills.

Keys to Independence in Reading
Be A Better Reader - Smith
Advanced Skills in Reading - Gainsburg
Word Wealth Junior - Miller
Reader's Digest Reading Skill Builders

C. Provision for creative teaching lessons through use of an overhead projector to engage attention and to maintain a feeling of excitement about the reading program.

D. Creation of interesting bulletin boards and meaningful progress charts.

II. Review and extend word recognition abilities through emphasis on phonetic and structural analysis.

A. Skills to be taught

1. Continue sequential development of phonetic analysis skills
   a. Auditory discrimination
   b. Visual discrimination
   c. Fundamental principles concerning
      (1) Vowel forms
      (2) Consonant blends
      (3) Consonant digraphs
2. Continue study of structural analysis
   a. Root words - inflectional endings, prefixes, suffixes
   b. Compounds
   c. Contractions
   d. Syllabication and accent

B. Materials and procedures

1. KEYS TO INDEPENDENCE IN READING will be used on the elementary level to develop the skills and abilities needed for independent recognition of words encountered in new material read. This text has been used successfully with children of limited backgrounds. These texts are based on the belief that reading is a spiral process. Skills which are presented in one grade are repeated, reinforced, and reviewed in succeeding grades at greater levels of difficulty.
2. The junior high school student will use PHONICS WE USE - Books E and F, BE A BETTER READER and ADVANCED SKILLS IN READING as a basis for reviewing and refining the skills taught on the elementary level. Students will receive expert guidance in applying these skills to material that increases in difficulty as they progress.

3. The S. R. A. Reading Laboratories will be used to strengthen and extend the skills presented in the above texts. The varied materials provided give the child the needed review of the skills taught at his own rate of speed.

4. Class lessons will be presented and reviewed on the overhead projector to stimulate and maintain interest at a high level.

III. Develop visual perception techniques which will effect more rapid recognition of words.

A. Skills to be emphasized

1. Systematic visual study of words
2. Recognition of general shape of a word
3. Recognition of distinguishing characteristics of words
4. Recognition of large known parts within words
5. Habit of systematic inspection of words from left to right

B. Materials and procedures

1. Skill texts and teacher - made exercises for the overhead projector
2. Tach-X Tachistoscope
The Tach-X will help the older child to increase his visual discrimination skills and to sharpen his powers of visual perception and retention. Through fast timed exposure of numbers and letters children will form accurate seeing habits and will correct bad habits of reversing, substituting, or confusing. The Tach-X will train children to pay careful attention to detail. Training with these filmstrips will encourage perceptual accuracy and will develop the ability to see selectively. The visual memory developed through these exercises will be invaluable not only in reading but also in spelling and mathematics.

IV. Develop the ability to read with comprehension at the normal rate for the grade through improvement of the basic common skills needed in all types of reading material.

A. Skills to be reviewed, refined, and developed

1. Silent reading and study skills

a. Following directions
b. Recalling facts
c. Skimming
d. Finding the central idea
e. Drawing conclusions
f. Predicting outcomes
g. Outlining
h. Summarizing
i. Proving statements

2. Skillful use of the parts of a book

B. Materials and procedures

1. S. R. A. Reading Laboratories
The Reading Laboratory will provide each child with an individualized learning opportunity that enables him to develop his comprehension abilities at his own rate of speed. The comprehension exercises will help the student recognize main ideas, perceive the author's tone and purpose, understand relationships, and evaluate ideas.

Rate-Builder exercises are designed to provide practice in speed and to develop concentration. One of the purposes of the exercises is to accelerate the student's ability to think clearly.

The reading laboratories will provide the basis for a systematic, sequential development of the comprehension skills.

2. On the junior high level these skills will be strengthened and reinforced through the use of the E.D.L. Study Skills Library, Be A Better Reader by Smith, and Advanced Skills in Reading by Gainsburg.

   On the elementary level the Reader's Digest Reading Skill Builders will provide the repetition necessary to ensure the acquisition and development of these skills.

3. Lessons prepared by the reading consultant and the teacher will be used to maintain interest and to bolster self-confidence. All materials will be skillfully adapted to meet the needs of the child until mastery is obtained.

V. Develop the ability to read the materials of the various subject-matter areas.

A. Skills to be emphasized

1. Basic reading skills common to all subjects

2. Particular reading skills necessary to comprehend the content of science, social studies, literature, and arithmetic texts.

B. Materials and procedures

Each content subject taught has its own unique aims, body of ideas, logic, vocabulary, and relationships. Each subject area needs its own group of reading techniques. Although there is a considerable amount of overlapping of techniques, ability to read well in one subject does not ensure competence in another.

Therefore, because the ability to read and understand word problems in mathematics must be developed systematically if the child is to achieve success in mathematics, the E.D.L. Arithmetic Story Problems will be used at the elementary level. This material develops the ability to read problems more effectively, to gather and retain facts, and to comprehend and interpret correctly in a mathematics situation. Programmed material of this type heightens the student's interest, encourages careful, accurate reading of each story problem, and improves the child's facility in problem solving.

Elementary children will use the Reader's Digest Skill Builder to develop ability in other content areas. Nila Blanton Smith's BE A BETTER READER gives excellent training in science, social studies, mathematics, and literature. The special vocabularies included in the book give preference to the words most commonly used in these subjects. Training is provided in estimating answers, deciding the process to be used, reading graphs, and using formulas in mathematics. In science and social studies students learn to classify facts, read diagrams and graphs, read pictures to obtain information.

Reinforcement materials will be developed by the consultant and the teachers for children who need special help in these areas.

VI. Enrich the child's basic speaking and reading vocabulary.

A. Enrichment provided by

1. Systematic study of all new vocabulary
2. Continuous study of synonyms and antonyms
3. Work with multiple meaning words
4. Study of vocabulary of the content fields

B. Materials and procedures

Since enriching the child's vocabulary contributes substantially to reading improvement, materials have been selected to accomplish this purpose. Not only do these materials give special attention to synonyms, antonyms, and multiple meaning words, but also to technical words inherent in the content of various subjects.

The story filmstrips which are to be used on both levels with the controlled reader provide for vocabularly development with each story. New words are repeated in succeeding stories until the child has mastered them.

The S.R.A. Reading Laboratories provide specific training to develop the ability to handle multiple meaning words, and to become increasingly familiar with the synonyms and antonyms.

The Reader's Digest Skill Builder, on the elementary level, and Word Wealth Junior and Be A Better Reader on the junior high level are planned to give abundant practice work in intensive vocabulary development.

VII. Create an awareness of the vital need for and the ability to perform careful and critical reading.

A. Specific skills to be developed

1. Ability to distinguish between fact and opinion
2. Ability to evaluate opinion and ascertain the validity of the content
3. Ability to challenge fact or opinion
4. Ability to recognize propaganda techniques

B. Materials and procedures

1. Pupils will be encouraged to discuss stories or books read in class and to recognize similarities and differences in stories previously read.

2. The Reader's Digest and Be A Better Reader will be of value in teaching the pupil to evaluate the usefulness of any content for his purpose of the moment.

3. Newspapers, magazines, textbooks will provide ample material to develop the pupil's ability to think critically and so to evaluate fact and opinion.

VIII. Develop an interest in reading and an appreciation of good literature.

A. Development of enjoyment through

1. Opportunities to share stories read
2. Informal and stimulating discussion of stories or poems read
3. Creative activities such as
   - Painting and drawing
   - Literature mural
   - Dramatization
   - Puppets

B. Materials and procedures

1. For general use

The S.R.A. Pilot Libraries provide a substantial collection of good literary stories - adventure, animals, sports, humor, biography - topics that have a genuine interest for young people.

These laboratories should have high interest and appeal for children who need such enriching experiences.

Pupils, particularly those in the top groups, will be encouraged to read library books selected with the cooperation of the librarian. Literature affords the opportunity of suggesting realistic, informative, and helpful books on human relations which would have value for today's children.

2. For special enrichment

The reading consultant will conduct special enrichment programs in literature. For one 50-minute period each week, she will meet with the 15-20 most able children in Grades V and VI to direct discussions on outstanding children's books which the enrichment group has read outside of school during the week. Parents and children will be encouraged to build personal libraries at home. Only children who are demonstrating excellent performance in their classrooms, as screened by teacher judgment, will be accepted in this activity.

It is our purpose in this enrichment activity to

a. Extend the reading interest of these pupils.
b. Improve reading tastes.
c. Have children become aware of the good literature which is their heritage.
d. Improve language facility for there will be many opportunities for participation in discussions.
e. Make these children aware of the breadth and depth of knowledge to be gained through reading.

Tape recorders will be provided so that shared periods may be enjoyed by the regular classes. Each child in this enrichment program will have an opportunity to participate in individual and group projects, to share in the presentation of assembly programs and programs for parents.

IX. Supply for each child the means for systematic comparative appraisal of his own growth in reading so that he may be motivated to greater achievement in all areas.

A. Graphs and charts

B. Standardized and teacher-made tests

C. Questionnaires on pupil's personal reactions

D. Vocabulary tests based on word lists developed by the pupils

EVALUATION

A developmental reading program with its emphasis upon the improvement of skills should be evaluated both in terms of class and individual growth. Standardized reading achievement tests will be given to measure pupil progress and growth.

The individual progress charts should be carefully scrutinized and each pupil's strengths and weaknesses noted.

However, in addition to these specific measures of pupil progress, there are certain intangibles which are not measurable by objective tests. The following are examples: change in attitude toward reading, better work habits, improvement in attention span and concentration, greater interest in outside reading, and change in attitude toward school.

The above outcomes will be evaluated by questionnaires to be completed by parents and teachers.